Illinois report cards
Steering Committee Meeting

June 1, 2011

Agenda

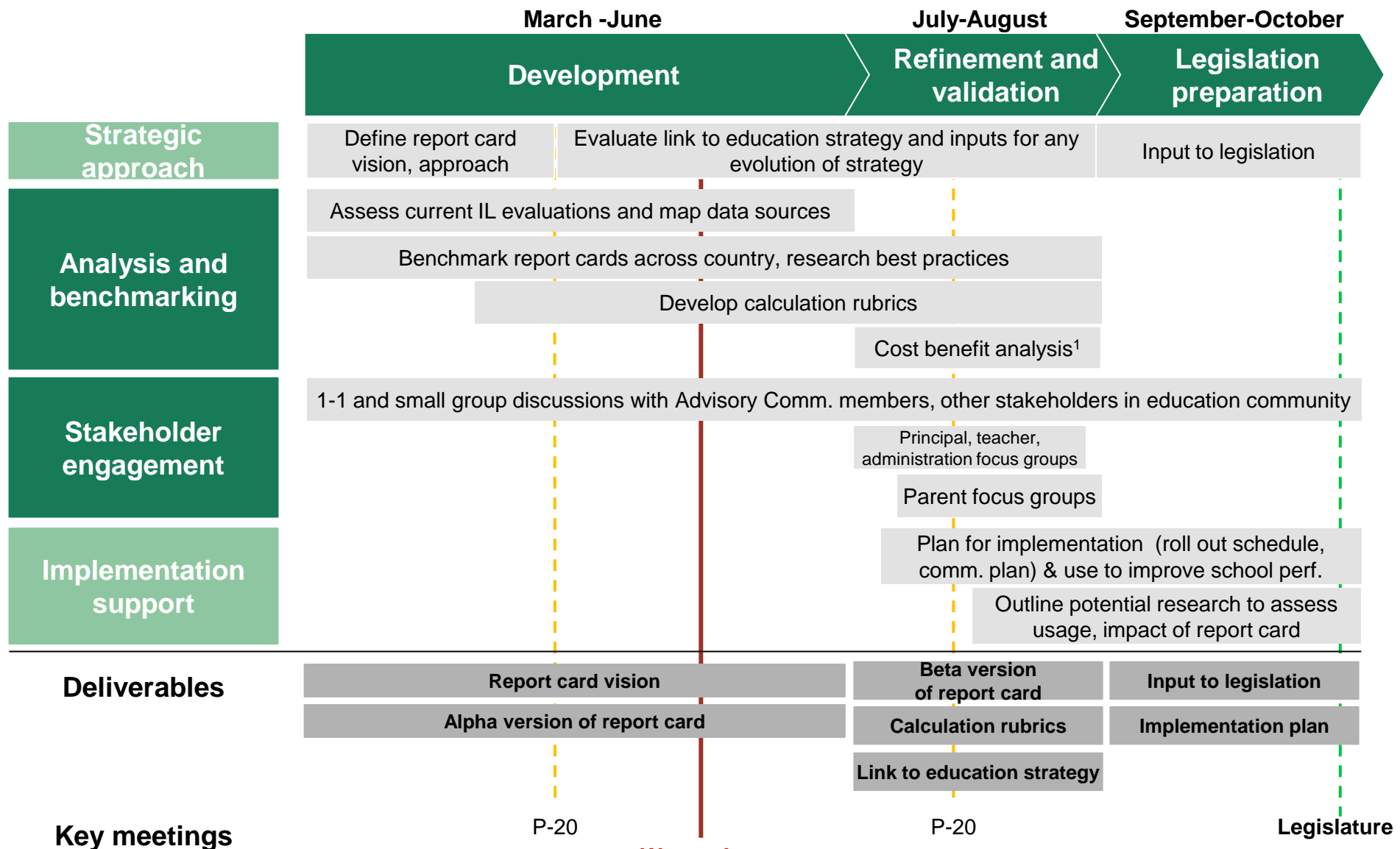**Provide update on focus group plan**

Discuss and make decisions on one-pager metrics

Introduce v0 of the report card display

Initiate discussion on cost benefit analysis

Align on next steps

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Recap: where we are in the project

	March -June	July-August	September-October
	Development	**Refinement and validation**	**Legislation preparation**
Strategic approach	Define report card vision, approach / Evaluate link to education strategy and inputs for any evolution of strategy		Input to legislation
Analysis and benchmarking	Assess current IL evaluations and map data sources		
	Benchmark report cards across country, research best practices		
	Develop calculation rubrics		
		Cost benefit analysis[1]	
Stakeholder engagement	1-1 and small group discussions with Advisory Comm. members, other stakeholders in education community		
		Principal, teacher, administration focus groups	
		Parent focus groups	
Implementation support		Plan for implementation (roll out schedule, comm. plan) & use to improve school perf.	
		Outline potential research to assess usage, impact of report card	
Deliverables	**Report card vision**	**Beta version of report card**	**Input to legislation**
	Alpha version of report card	**Calculation rubrics**	**Implementation plan**
		Link to education strategy	
Key meetings	P-20	P-20	**Legislature**

We are here

1. For new metrics.

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Lead team formed to coordinate the focus group effort

Parents/ Community	• **Kathy Ryg** • **Sharod Gordon** • **Deb Strauss** • **Efua Eigbokhan** • **Melissa Mitchell**
Students	• **Mike Jacoby** • **Sharod Gordon** • **Principal contacts**
Teachers	• **Larry Frank** • **Sue Walters** • **Amy Alsop**
Principals/ Administrators	• **Max McGee** • **Mike Jacoby**

This team will leverage the expertise and networks of this project's committee members

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In initial meeting, team aligned on design principles

Session design

- Ideal group sizes 5-8 and a maximum of 10-12 participants

- Where participation exceeds this number, breakout groups utilized

- Sessions to be scheduled for 2 hours on average – maybe extended or contracted by committee members coordinating based on specific needs

Sequencing and timing

- Scheduled from mid July – end August

- Staggered start – sequence parent focus groups for later start

Coordination and implementation

- Focus groups to be led by various members of the Steering/Advisory committees or other relevant community leaders, not BCG

- Lead team members will leverage members of the Advisory and Steering Committees as needed

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To ensure representative sample of focus groups, lead team segmented based on locale and region

Locale/ geo. region	Large urban	Small urban	Suburban	Rural
North	Chicago Rockford Aurora	DeKalb Naperville Kankakee	Oak Lawn Oak Park	
Central	Peoria	Champaign Decatur Moline/ Rock Island Quincy Bloomington	East Moline	TBD *Larry Frank to help team identify*
South		East St. Louis/ Metro East Carbondale		Effingham Mount Vernon

The team to aspire to at least one focus group per stakeholder in each locale and geo region combination

Source: Locale Codes from National Center for Education Statistics (revised 2005-2006), Focus Group Lead Team input.

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Provide update on focus group plan

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Decisions sought today

One pager metrics:
major open items and focus of discussion

- % of students college & career ready (% achieving composite ACT score ≥ 20)

- % of graduates who continued to second year of post-secondary education

- % of most recent alumni meeting/ exceeding and % exceeding state standards at next grade level

- Teacher qualifications: Average ACT/ SAT-equivalent score of teachers

- % of teachers with fewer than 10 absences

- Drop-out/ push-out rate

Decisions sought

- **Use of composite score?**
- **Threshold of 20?**

- **Use as HS success metric?**

- **Use as ES success metric?**

- **Include metric for teacher qualifications?**
- **ACT or undergrad caliber?**

- **Definition of absence**

- **One pager or detailed report?**

<u>Proposed</u> governance process for discussion: decision made if 80% of attending committee members in agreement

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Proposed near-term report card (v0.3)
Outcomes and progress – high school only

✓ *Agreed to metric*

◑ *Minor open item*

● *Major open item – focus of discussion*

		Metric	Alignment	Issue	Proposed resolution
Outcomes	Graduation	% of students graduating within 4 years	✓	• Question how to calculate rate	• Will use nationally-agreed upon definition
	Readiness	% of students college & career ready (% achieving composite ACT score ≥ 20)	●	• Desire to understand % of students who score ≥20, 21 • Debate whether to report according to composite or by subject	• Recommend composite CCR threshold of 20: – 20 is IL's median composite score[3] – 20 sufficient for admission to most IL 4 yr. universities based on 25th percentile composite ACT scores[4] • Will test composite vs. by subject with parents in focus groups
	Success	% of graduates who continued to second year of post-secondary education	● *New metric proposed*	• Only 30-40% of students captured in HS to College Success Report[5] • Longitudinal data system not available until 2014	• Use National Student Clearinghouse Student Tracker to track persistence rates – Subject to cost benefit analysis • If Student Tracker not viable, report as 'Under construction' until LDS available
Progress	On track	% of Freshman on track	✓		
	Performance	% of students meeting/exceeding and % of students exceeding state standards	✓		
	Growth	*Under construction - % of students achieving expected growth[1]*	✓ [2]		

1. Language may change based on growth model selected. 2. Alignment that this will stay under construction until growth model released. 3. 51% of IL test-takers scored ≥20, 44% scored ≥21; Source: ACT IL Graduating Class Report, Class of 2010. 4. Source: IPEDS, see appendix. 5. Formerly the HS Feedback Report; analysis source: IPEDS

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Proposed near-term report card (v0.3)
Outcomes and progress – middle school/ junior high only

	Agreed to metric
	Minor open item
	Major open item – focus of discussion

		Metric	Alignment	Issue	Proposed resolution
Outcomes	**Readiness**	% of 8th graders meeting/exceeding and % of 8th graders exceeding state standards on reading and math	◑	• Concern that reporting promotion rate not valuable given all schools would have high rate; and, could incent unwarranted promotion	• Report 8th grade performance on reading, math state tests under 'Readiness" – Also provides 'balance' to Algebra I metric
		% of 8th graders passing Algebra I with grade of C or better	◑	• Desire to understand % of schools offering Alg I • Concern about consistency of Algebra I across schools • Concern about grade inflation	• ISBE estimates approx. 75% of middle schools offer Alg I; however, not all HS equivalents[3] • Potential alternative is: % of 8th graders enrolled in Alg I
	Success	% of most recent alumni Freshman on-track	✓		
Progress	**On track**	% of 6th graders meeting/exceeding and % of 6th graders exceeding state standards	✓		
	Performance	% of students meeting/exceeding and % of students exceeding state standards	✓		
	Growth	*Under construction - % of students achieving expected growth[1]*	✓ [2]		

1. Language may change based on growth model selected. 2. Alignment that this will stay under construction until growth model released. 3. Cannot provide verified % of schools offering Alg I until 8th grade transcript project done (end of 2011-2012 school year)

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Proposed near-term report card (v0.3)
Outcomes and progress – elementary school only

✔ *Agreed to metric*

◐ *Minor open item*

🔴 *Major open item – focus of discussion*

		Metric	Alignment	Issue	Proposed resolution
Outcomes	**Readiness**	% of 5th graders meeting/exceeding and % of students exceeding state standards on reading and math	◐	• Concern that reporting promotion rate not valuable given all schools would have high rate; and, could incent unwarranted promotion	• Report 5th grade performance on reading, math state tests under 'Readiness"
		% of 3rd graders meeting/ exceeding and % exceeding state standards on reading and math	◐	• Previously only reporting 3rd grade reading performance given transition from 'learning to read' to 'reading to learn'; however, interest in also reporting math performance	• Have added math performance

	Success	% of most recent alumni meeting/ exceeding and % exceeding state standards at next grade level[1]	🔴	• Question as to whether state tests should be indicator of success
				• Other metrics recommended:
				  – % alumni enrolling in Alg I by 8th grade
				  – % alumni promoted from 8th grade
					• Recommend leaving as is since:
					  – Elem. schools have limited control over whether Alg I offered in middle school
					  – Not including promotion rate on report card given all schools would have high rate; could incent unwarranted promotion

Progress	**On track**	*Under construction - Kindergarten Individual Development Survey Results*	◐	• Considered including interim metric (% of Kindergarteners who have experienced pre-school), but data availability a challenge
				  – Private pre-school data limited
				  – Varied definitions of 'pre-school' limit validity – even with IECAM
					• Recommend including 'KIDS' metric as 'under construction' until implemented

	Performance	% of students meeting/exceeding and % of students exceeding state standards	✔		
	Growth	*Under construction - % of students achieving expected growth[2]*	✔ [3]		

1. Most often 6th grade. 2. Language may change based on growth model selected. 3. Alignment that this will stay under construction until growth model released.

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Proposed near-term report card (v0.3)
Environment (I) – all school levels

Metric	Alignment	Issue	Proposed resolution
Teacher qualifications: Average ACT/ SAT-equivalent score of teachers *(accompanied by % of teachers with ACT or SAT score)* *- or –* % of teachers from "competitive" undergraduate institutions (per Barron's college rankings)	●	Several metrics de-prioritized given varied challenges: • ITAC – researchers recommend calculation not be used at school-level due to data gaps • Basic Skills Test – multiple iterations impact validity • "In-field" advanced degree – not applicable at elementary level • National board certification – concern this is reflective of support at school, not quality • Certification – NCLB has reduced differentiation based on % emergency, provisional	• Recommend using either average teacher ACT/ SAT score or caliber of undergraduate institution – Do not have full coverage of teacher ACT/ SAT scores, but report card inclusion incents districts to collect scores from teachers who do not have matched ACT/ SAT score[1]
Teacher evaluation: *Under construction - % of teachers in each evaluation bucket[2]*	✓ [3]		

Environment / Instruction quality

✔ *Agreed to metric*

◑ *Minor open item*

● *Major open item – focus of discussion*

Proposed near-term report card (v0.3)
Environment (II) – all school levels

		Metric	Alignment	Issue	Proposed resolution
Environment	Presence & engagement	% of students with fewer than 10 absences	✔		• Ensure excessive tardiness considered an absence
		% of teachers with fewer than 10 absences	●	• Debate over what constitutes teacher absence[1] • Question if should instead report % with "more than 10 absences" given absence inherently negative	• Recommend reporting based on following definition: if a teacher is not in the classroom for at least 50% of his/her assigned periods/class time on a given day, s/he is absent • Will test preference of reporting (e.g. % with more than, % with fewer than) in focus groups
		% of teachers returning from last year (3 year average)	✔	• Must provide proper context given 'some' turnover is healthy	• Will include commentary in report card legend
		# of different principals in last 6 years	✔		
		Drop-out/ push-out rate	●	• Request to include given negative impact on minorities	• TBD – committee vote whether report on one-pager or front page
		Composite score from select family & community engagement questions in student/ teacher survey	*N/A*	• Need to provide clarity on survey topics	• To be discussed in SCM
	Learning climate	Composite score from select learning climate questions in student/ teacher survey	*N/A*	• *See family & community engagement*	• *See family & community engagement*
	Professional climate	Composite score from select professional climate questions in teacher survey	*N/A*	• *See family & community engagement*	• *See family & community engagement*

1. E.g. 'Whenever teacher not in classroom' or exclude absences due to test administration, professional development, others.

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For discussion: survey question topics for composite score
List generated here can be used as an input into the RFP for the climate survey

Family & community engagement
(Student & teachers)

- Parent involvement in school
- Parent engagement in students' academics
- Teacher-parent trust
- Community resources

Learning climate
(Student & teachers)

- Student engagement
- Safety
- Student-student respect
- Student-teacher trust
- Sense of belonging
- High expectations/ academic press
- Relevance of academics to future

Professional climate
(Teachers)

- Peer collaboration
- Coherence of curriculum
- Innovation and improvement
- High expectations for staff
- Distributed leadership
- Teacher-principal trust
- Time
- Professional development
- Mentoring
- New teacher support
- Instructional resources

> **What question topics do you believe should be added or removed under each survey composite?**

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For discussion: metrics page

For discussion

Are the three data elements appropriate?
- Absolute value on metric
- Trend data (except where not relevant – principal turnover and teacher retention)
- Comparison data

For trend data, is a three year timeframe the most appropriate?

Which comparison parameter should we display?

Selection of comparison parameter(s) requires consideration of pros and cons

Parameters	Pros	Cons
Peer set	• Provides most relevant comparison	• Difficult to gain consensus on peer set construction • Segmenting schools could create lower expectations based on demographics
District average	• Provides familiar comparison	• District structure (e.g. single school districts) will impede relevance
State average	• Provides comparison without constraints of district structure or peer set construction	• High variability across state
State rank	• Provides comparison while not evaluating against absolute targets	• Ranking further amplifies the issues with high variability across state
State, district or school targets	• Consistent performance expectation for all schools in district • Targets set relative to current performance	• Significant challenges in creating meaningful, actionable targets • Restricts ability to compare across schools

For reference on peer sets: benchmarks use various elements to determine peer set for comparison

Element	NYC – High School	NYC – Middle School	NYC – Elem. school	Denver	South Carolina	Victoria, Australia
Economic			% of students Title I eligible	% students with FRL status	Students' poverty level[1]	Students' socio-economic bkgd[2]
Special education	% special education % self-contained special education	% of students with disabilities	% of students with disabilities			% of students with disabilities
Demographic			% of students black/ Hispanic	% of students ethnic minorities		% of students indigenous % of students refugees
Language			% of students ELL			% of students ESL
Academic performance	Avg. ELA and math proficiency levels of students before entered HS	Avg. ELA and math proficiency levels of students before entered MS				Academic intake[3]
Size & location						Size & location (e.g. rurality) of school
Other	% of students entering HS 2+ yrs over age					

1. Poverty Indices of no more than 5% above or below the index for given school. 2. Student Family Occupation (SFO) index. 3. In primary schools, based on results of "English online interview" given to school's Kindergarten students and Year 3 reading and numeracy results and in secondary schools, based on Year 7 and Year 9 reading and numeracy results.
Note: In NYC, each school has up to 40 peer schools.

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For discussion: context page

For discussion

Does the context page address the most important topics? Right level of detail?

- Background facts – address, picture, map, principal name, superintendent name, school type, grades served
- Student enrolment and demographics
- Advanced classes
- Elective classes
- Awards
- School personnel resources
- Work-based learning opportunities, programs of study, or learning exchanges offered
- Extracurricular activities
- Before/after school programs
- Health & Wellness Focus

Should we try to include an area for principals to comment? What would you remove to create space for that?
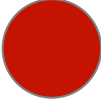
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Metrics classified based on data availability to identify cost benefit analysis needs

Color code	Description	Do cost benefit?
🟢	• ISBE has data and is accessible without additional costs or effort (e.g. infrastructure, programming)	
🟡	• Data is collected at the local level or by some other 3rd party, but synthesizing and reporting by ISBE will require further costs and effort • Costs and effort could include database/ programming to collect from local districts, expanded contract with 3rd party (e.g. ACT), etc.	✓
🟠	• Data not collected at ISBE, local level, or other 3rd party • New data collection planned for in conjunction with other efforts (e.g. IL growth model driven in part by SFSF; climate survey driven by SB7)	TBD
🔴	• Data not collected at ISBE, local level, or other 3rd party • Requires cost benefit analysis to determine costs associated with new data collection	✓

Data availability across metrics (I)

Five "yellows" and one "red" candidates for cost benefit analysis among outcomes and progress

			Metric	Availability	Comments
High school	**Outcomes**	Graduation	% of students graduating within 4 years	🟢	
		Readiness	% of students college & career ready (% achieving composite ACT score ≥ 20)	🟡	*Could use PSAE Day 1 or negotiate data from ACT[1]*
		Success	% of graduates who continued to second year of post-secondary education	🟡	*Available from National Student Clearinghouse; will be available w/ LDS*
	Progress	On track	% of Freshman on track	🟡	*Credits, grades earned in local transcripts; in future, in LDS*
		Perform.	% of students meeting/exceeding, % exceeding state standards	🟢	
		Growth	*Under construction - % of students achieving expected growth[1]*	🟠	*Growth model roll-out driven by SFSF*
Middle / Jr High	**Outcomes**	Readiness	% of 8th graders meeting/exceeding and % of 8th graders exceeding state standards on reading and math	🟢	
			% of 8th graders passing Algebra I with grade of C or better	🟡	*In local transcripts; in future, in LDS*
		Success	% of most recent alumni Freshman on-track	🔴	*Will be simplified once LDS implemented*
	Prog	On track	% of 6th graders meeting/exceeding and % of 6th graders exceeding state standards	🟢	
Elementary school	**Outcomes**	Readiness	% of 5th graders meeting/exceeding and % of students exceeding state standards on reading and math	🟢	
			% of 3rd graders meeting/ exceeding and % exceeding state standards on reading and math	🟢	
		Success	% of most recent alumni meeting/ exceeding and % exceeding state standards at next grade level	🟡	*Available in SIS, but not calculated today*
	Prog	On track	*Under construction - Kindergarten Individual Dev't Survey*	🟠	*Driven by Kind. Readiness Task Force*

1. ACT's "Graduating Class Report;" has summary data; need school-level distribution.

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Data availability across metrics (II)

Four "yellow" metrics for cost benefit analysis among environment metrics

			Metric	Availability	Comments
All school levels	Environment	Instructional quality	Teacher qualifications: Average teacher ACT score – or – Mean Barron's ranking of teachers' undergraduate institutions	🟡	*Possible to match with data from ACT and college board, but will be some gaps[1]; teacher undegrad in TSR*
			Teacher evaluation: *Under construction - % of teachers in each evaluation bucket*	🟠	*New evaluation driven by PERA*
		Presence & engagement	% of students with fewer than 10 absences	🟢	*Student attendance reported in IL Report Card by ISBE, but will use new definition to report this metric*
			% of teachers with fewer than 10 absences	🟡	*Teacher attendance collected at local level*
			% of teachers returning from last year (3 yr avg)	🟡	*TBC: Believe available via Teacher Service Records*
			# of different principals at school in last 6 yrs	🟡	*TBC: Believe available via Teacher Service Records*
			Drop-out/ push-out rate	🟢	*TBC: HS Drop-out rate reported on IL report card today*
			Composite score from select family & community engagement questions in student/ teacher survey	🟠	*Climate survey driven by SB7*
		Learning climate	Composite score from select learning climate questions in student/ teacher survey	🟠	*Climate survey driven by SB7*
		Professional climate	Composite score from select professional climate questions in teacher survey	🟠	*Climate survey driven by SB7*

1. See appendix for ACT score coverage by school in 2006.

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Way forward

The next Steering Committee meeting is on June 17th from 9-11am

- Continue discussion on version 0.4 of report card (both school and district)
- Provide update on focus group plan

Next steps

- Refine report card (metrics and display) with your feedback and continued 1-1 discussions
- Develop district report card
- Conduct check-ins with Focus Group Lead Team as needed
- Develop v0 of write-ups for mobilizing people for focus groups

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